

# UALPA

Utah Academic Language Proficiency Assessment

## 2008-2009

### Coordinator's Guide



**Purpose for this Guide.** This guide is designed to be used by LEA (Local Education Agency) Testing and Assessment Directors, LEA Alternative Language Service (ALS) Directors, and LEA and School Testing Coordinators involved in the administration of the 2008-2009 Utah Academic Language Proficiency Assessment.

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## Assessment Overview

**What:** The Utah Academic Language Proficiency Assessment (UALPA)

The Utah Academic Language Proficiency Assessment (UALPA) is designed to assess the academic English proficiency level of English language learners. The primary purpose of this assessment is to provide educators with a total proficiency score for use in their schools, LEAs, and state, as mandated by the No Child Left Behind Act of 2001. Students will be assessed in the four language acquisition modalities of Speaking, Listening, Reading, and Writing. Additionally, a comprehension score will be calculated. The comprehension score is a composite of appropriate parts of the Reading and Listening scores.

**When:** English language learners (ELL\*) should be assessed during each subsequent year until they reach the F (Fluent with Monitoring) level.

(For placement only: English language learners are to be tested within two weeks of their enrollment in a Utah school. LEAs determine the instruments used for placement. A new student is defined as a student who is new to the LEA and who does not have an accompanying proficiency level from a transferring LEA.)

**Who:** All Limited English Proficient (LEP\*) students who are newly enrolled, and all LEP students whose proficiency level is below Fluent as measured by the 2007-2008 UALPA. An LEP student is an English language learner specifically identified for a language development program.

New students' 2008-2009 UALPA tests will be scored up to May 8, 2009 for those enrolled in a traditional school and for those enrolled in a year-round school.

New students enrolled AFTER April 24, 2009 DO NOT need to be tested with the 2008-2009 UALPA, but should still be tested using the LEA's determined placement test.

**Why:** The No Child Left Behind Act of 2001 requires that all K-12 English language learners identified as needing English as a second language instruction have their proficiency level determined and progress reported annually. The participation of all LEAs and schools is required.

\*NOTE: The terms ELL and LEP are interchangeable.

## Coordinator Responsibilities

It is the responsibility of the Assessment and ALS (Alternative Language Service) Directors to provide oversight and guidance for the actual administration of the UALPA. This includes making sure that:

- Test materials are properly ordered from the USOE and distributed to test administrators.
- Test schedules are developed.
- Test administrators are qualified and adequately trained on USOE protocol.
- Proper individuals are assessed.
- New students are given an SSID# before they are administered the test.
- Completed answer documents are returned to the USOE.
- All test materials are stored in a secure location throughout the school year, and securely destroyed at the end of the school year.

2008 - 2009 Key Dates	
October 1, 2008 - October 30, 2008	Districts submit their test materials order to the USOE
January 12, 2009 - May 8, 2009	Testing window for traditional schools
January 12, 2009 - May 8, 2009	Testing window for year-round schools

## Contact Information

**Primary Point of Contact.** The primary point of contact should be the LEA Assessment Director. For additional questions and concerns, see the table below.

Contacts	
UALPA administration and policy questions	David Smith USOE Assessment Development Coordinator Phone: 801-538-7731 E-mail: david.smith@schools.utah.gov
Ordering of materials or materials shipments	Sarah Moore USOE Production Manager Phone: 801-538-7862 Fax: 801-538-7845 E-mail: sarah.moore@schools.utah.gov  Ginger Thomason USOE Production Assistant Phone: 801-538-7947 E-mail: ginger.thomason@schools.utah.gov
Preprint label and answer document information	Sharon Marsh USOE Computer Services Phone: 801-538-7915 E-mail: sharon.marsh@schools.utah.gov

## Overview of Test Materials

**Test Levels.** The UALPA has forms for five grade spans. Students must be tested with forms that correspond to their grade in school. No off-grade testing is permitted.

### Level 1 and Level 2 Forms

For each grade-span group, except kindergarten, there are two different ability-level forms. Accurate determination of a student's English proficiency requires that the appropriate test form be administered. Level 1 forms are appropriate for students who are at the Pre-Emergent level of English language proficiency. These forms should be administered to students who took the UALPA in the prior year and scored in the Pre-Emergent range, or to students who are in their first year in a U.S. school and have no formal training in English. Exceptions can be made with approval by the USOE. The great majority of ELL students should be administered the Level 2 forms, which can more accurately measure a broader range of English language proficiency than the Level 1 forms.

### Field Test Forms

Field test items that will be used to develop subsequent editions of the UALPA have been included on all 2008-2009 test forms. In order to keep these forms a reasonable length, while also field testing a significant number of new items, the field test items have been distributed among four different kindergarten forms, and among five different forms at each of the other grade spans (one Level 1 form and four Level 2 forms). The core items – which are the only items that will count toward the student's score in 2008-2009 – are the same on all kindergarten forms and on all Level 2 test forms for each grade span. The Level 2 forms are designated *a* through *d*. For example, the Level 2 forms for grade span 3-6 are C2a, C2b, C2c, and C2d. The Level 1 form (of which there is only one) is C1a.

### Test Administration Manuals and Speaking Test Flipcharts

Because of the field testing, this year there will be form-specific ancillary materials. Test administration manuals and Speaking Test Flipcharts are specific to a particular field test form. For example, if you are using the E2c form in your school, you must also use the *E2c Test Administration Manual* and *E2c Speaking Test Flipchart*. It is important that the form code (e.g., E2c) be filled in correctly on the answer document because it affects the accurate scoring of the test.

### Answer Documents

There are separate scannable answer documents for kindergarten and for grade spans 3-6, 7-8, and 9-12. There are no separate answer documents for grade span 1-2 – students mark their answers directly in their test booklets.

The kindergarten answer document may be used with any kindergarten form.

However, there are **two** answer documents for each of the other grade spans – one to be used with the Level 1 test form and one to be used with any of the Level 2 test forms. It is essential that the correct answer document be used and that students bubble in the correct test form on their answer document so they may be scored correctly.

## Overview of Test Materials

### UALPA 2008-2009 Test Forms

Grade Span	Level 1	Level 2
Kindergarten	A1a A1b A1c A1d	N/A Note: There are no Level 2 forms for kindergarten.
1-2	B1a	B2a B2b B2c B2d
3-6	C1a	C2a C2b C2c C2d
7-8	D1a	D2a D2b D2c D2d
9-12	E1a	E2a E2b E2c E2d

UALPA 2008-2009 Materials by Grade Span			
Grade Span	Materials per Test Administrator*	Test Level	Materials per Student
<b>K</b>	<i>A1x Test Administration Manual/Flipchart</i>	1	<i>A1x Answer Document</i>
<b>1-2</b>	<i>B1a &amp; B2x Speaking Test Flipchart B1a &amp; B2x Test Administration Manual</i>	1	<i>B1a Scannable Test Booklet</i>
		2	<i>B2x Scannable Test Booklet</i>
<b>3-6</b>	<i>C1a &amp; C2x Speaking Test Flipchart C1a &amp; C2x Test Administration Manual</i>	1	<i>C1a Test Booklet C1a Answer Document</i>
		2	<i>C2x Test Booklet C2x Answer Document</i>
<b>7-8</b>	<i>D1a &amp; D2x Speaking Test Flipchart D1a &amp; D2x Test Administration Manual</i>	1	<i>D1a Test Booklet D1a Answer Document</i>
		2	<i>D2x Test Booklet D2x Answer Document</i>
<b>9-12</b>	<i>E1a &amp; E2x Speaking Test Flipchart E1a &amp; E2x Test Administration Manual</i>	1	<i>E1a Test Booklet E1a Answer Document</i>
		2	<i>E2x Test Booklet E2x Answer Document</i>

*Note - x = a, b, c, or d, whichever Level 2 form is sent to your school.*

**\*Demonstration Materials.** For all grade spans except kindergarten, test administrators will also need an extra copy of each of the student materials for demonstration purposes.



## Overview of Administration Times

**Time Needed for Testing.** Administration time varies with test level and is summarized in the chart below. Note that the entire kindergarten test is individually administered, as is the Speaking test for all grade spans and levels. Remember that the UALPA is an untimed test, and some students may need more time.

Note that groups taking the Pre-Emergent (Level 1) Form and groups taking the Emergent or above (Level 2) Form at any given grade span **cannot** be tested together.

It is recommended that the UALPA be administered over two days. The Speaking and Listening tests should be administered on the first day of testing, and the Reading and Writing tests on the second day. Students may have a break between tests.

### Estimated Test Administration Times

Modality Test	Group or Individual Administration*	Estimated Time
<b>Kindergarten</b>		
A1x Speaking	Individual	15 min.
A1x Listening	Individual	30 min.
A1x Reading	Individual	20 min.
A1x Writing	Individual	10 min.
<b>Grade Span 1-2</b>		
B1a Speaking	Individual	20 min.
B1a Listening	Group of 5-10	30 min.
B1a Reading	Group of 5-10	25 min.
B1a Writing	Group of 5-10	20 min.
B2x Speaking	Individual	20 min.
B2x Listening	Group of 5-10	30 min.
B2x Reading	Group of 5-10	30 min.
B2x Writing	Group of 5-10	30 min.
<b>Grade Span 3-6</b>		
C1a Speaking	Individual	15 min.
C1a Listening	Group of 10-20	35 min.
C1a Reading	Group of 10-20	30 min.
C1a Writing	Group of 10-20	30 min.

*(continued on page 10)*

\*Note: Any student who reaches frustration level on the Speaking test should have the other tests individually administered. Frustration level is defined as when a student has made five consecutive scores of 0 or is obviously unable to respond to test prompts. See general instructions document for detailed information.

**Overview of Administration Times (Continued)****Estimated Test Administration Times (Continued)**

Modality Test	Group or Individual Administration*	Estimated Time
C2x Speaking	Individual	20 min.
C2x Listening	Group of 10-20	35 min.
C2x Reading	Group of 10-20	30 min.
C2x Writing	Group of 10-20	40 min.
<b>Grade Span 7-8</b>		
D1a Speaking	Individual	15 min.
D1a Listening	Group of 10-20	35 min.
D1a Reading	Group of 10-20	30 min.
D1a Writing	Group of 10-20	35 min.
D2x Speaking	Individual	20 min.
D2x Listening	Group of 10-20	35 min.
D2x Reading	Group of 10-20	30 min.
D2x Writing	Group of 10-20	35 min.
<b>Grade Span 9-12</b>		
E1a Speaking	Individual	15 min.
E1a Listening	Group of 10-20	35 min.
E1a Reading	Group of 10-20	30 min.
E1a Writing	Group of 10-20	30 min.
E2x Speaking	Individual	20 min.
E2x Listening	Group of 10-20	35 min.
E2x Reading	Group of 10-20	30 min.
E2x Writing	Group of 10-20	35 min.

\*Note: Any student who reaches frustration level on the Speaking test should have the other tests individually administered. Frustration level is defined as when a student has made five consecutive scores of 0 or is obviously unable to respond to test prompts. See general instructions document for detailed information.

**LEA Test Coordinator's Checklist**☐ **Order test materials.**

Test material counts should be based on administration needs, not necessarily on number of students. Submit the LEA's test materials order to the USOE via the online ordering system found at <https://assessment.schools.utah.gov/usoeaa>. Additional test materials may be ordered during the school year if needed.

☐ **Inventory and confirm materials received.**

It is the responsibility of the LEAs to inventory and confirm the materials they have received. All testing materials except for answer documents will be delivered to LEAs from Questar Assessment. Answer documents, including grade span 1-2 student answer booklets, and pre-printed labels will be shipped from USOE Computer Services.

☐ **Order pre-printed student labels.**

On a periodic basis (once a month is suggested), the LEA will submit a pre-print file to USOE Computer Services containing records of ELL/LEP students whose test administration will occur in the next month. The pre-print file must be submitted at least 10 working days prior to the date labels are needed by the LEA. LEA staff will apply labels to the appropriate answer documents prior to test administration. If the student has withdrawn, apply the label to an answer document and send to the USOE. Every label and answer document must be accounted for.

For new students who have not previously taken the UALPA, student information on the answer documents will need to be hand-bubbled, since those students will not have been identified as ELL/LEP students in the LEA SIS. However, students new to the LEA will need to be given an SSID number **before** UALPA administration. This number will allow the USOE to correlate the student's test scores with the LEA's submitted student demographics.

☐ **Select and train test administrators.**

Test administrators need to be fluent in English and have good English pronunciation, intonation, and articulation. See page 13 for a suggested training plan.

☐ **Return completed answer documents to the USOE.**

For detailed instructions, see page 14.

☐ **Return Pre-Printed labels (for students at the Fluent level) to the USOE.**

Do not attach these labels to an answer document.

☐ **Collect and securely destroy all 2008-2009 test materials.**

At the end of the 2008-2009 testing window, collect and account for all test materials, including test administration manuals and flipcharts. It is the LEA's responsibility to securely dispose of all UALPA test materials.

## Test Security and Testing Ethics

### Test Security

**All test booklets, flipcharts, test administration manuals, answer documents, and supporting materials associated with the UALPA are highly secure materials and should be treated as such.** No part of any test booklet or other materials listed above may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system.

- All test booklets (used and unused), flipcharts, answer documents (used and unused), and test administration manuals must be accounted for at all times.
- Tests should be handled by qualified personnel only.
- A system should be in place to ensure that all test booklets, flipcharts, answer documents, and test administration manuals (which include test questions) are distributed and collected in a systematic and secure fashion.
- All test materials must be accounted for at the conclusion of testing.

### Testing Ethics

**Under no circumstances should questions from these tests be taught to or reviewed with students. Copying any test materials is not permitted.** Such practices violate test security and are professionally unethical. According to state law, evidence of these illegal activities can result in the loss of teacher licensure.

**All test administrators must be trained under the direction of the LEA Assessment Director. Each test administrator must sign the appropriate document indicating he/she has been trained and agrees to abide by the guidelines presented in the training.**

For further information regarding test security and testing ethics, see the Utah State Board of Education Rule R277-473 at the following URL: <http://www.schools.utah.gov/arc/AAEthicsPolicy.pdf>.

## Training Test Administrators

It is the Test Coordinator's responsibility to make sure all test administrators are adequately trained in the administration of the UALPA before administering the test. The following is a suggested training plan.

Before the training session, ask test administrators to:

- **Read the test administration manual and the Speaking Test Flipchart for the grade span(s) they will be testing.** (Note: At the kindergarten level, the test administration manual is included in the flipchart.)
- Take notes and bring any questions they have to the training session.

Conduct group training session:

- **Show the Training Presentation to the group.**  
The Training Presentation is provided on the LEA CD.
- **Go over the Test Administrator Checklist.**  
This checklist is found at the end of the "General Instructions" section in all test administration manuals. Make sure test administrators understand all of the steps, and answer any questions they may have.
- **Emphasize the need for test security.**  
Explain that test administrators are responsible for keeping all test materials secure before, during, and after testing, until the materials are returned to the Test Coordinator.  
  
Emphasize that this includes the test administration manual, which contains actual test questions.  
  
Point out that all test materials must be accounted for at the end of the testing period.
- **Practice scoring some Speaking items.**

## Return of Answer Documents and Receipt of Score Reports

**Checking Completed Answer Documents.** The best way to ensure accurate and timely reports is for the test administrator to carefully prepare the answer documents for scoring. Immediately after the testing session, the test administrator will collect the test materials from the students and check the physical condition of the materials, including the dark, clear marking on the answer document. Then the answer documents should be checked for accurate student identification information. The form code should be checked for accuracy on each answer document. Correct any inaccurate student identification information.

**Physical Condition.** Some conditions interfere with the electronic scoring process and can cause delays, so please check all documents that are to be machine scored (all used answer documents) for the following:

If you find any of the following:	Do this:
tape of any kind Post-it™ notes staples pins food	Remove it/them.
stray marks	Erase any stray marks.
light marks for answers	Darken response marks so that they fill the circles.
incomplete erasures	Complete erasures where the student changed the answers.

**Student Identification.** Check the student identification information on all answer documents. This information should have been pre-printed on the labels and attached in the correct location. Make sure the information is correct for each student. Review the data for accuracy and check for legibility of any entries that have been made manually. All marks should be solid and dark.

**Return of Answer Documents.** It is the responsibility of the LEA Assessment Director to receive all completed answer documents from test administrators and to package and ship the answer documents to the USOE. Return pre-printed labels (for students at the Fluent level) to USOE. Do not attach these labels to an answer document.

### To pack the answer documents:

- Have each grade separated within the boxes by batching with header sheets by class and boxing by grade within the LEA.
- Place all answer documents (including scannable test booklets) in the boxes materials were received in, with enough packing material so that movement of materials inside is minimal. Do **not** use foam in packing as this affects the scannability of the documents.
- Tape the box securely with heavy-duty tape. Cellophane and masking tape are not strong enough and are not recommended.

**Return of Answer Documents and Receipt of Score Reports (Continued)****To ship the answer documents:**

- Use a carrier, such as UPS or FedEx, that tracks shipments. Do **not** send by U.S. Mail. Hand delivery to the USOE is also an option.
- Ship to:

**Mailing address for U.S. Postal Service customers:**

**250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200**

**Preferred mailing address for package carriers: (FEDEX, UPS)**

**250 East 500 South  
Salt Lake City, Utah 84111**

For any questions related to answer document return, contact Sharon Marsh at 801-538-7915 or [sharon.marsh@schools.utah.gov](mailto:sharon.marsh@schools.utah.gov).

**Score Reports**

Because scoring of constructed response items will be done by the USOE instead of the LEAs, reports will only be available twice during the year. Answer documents may either be submitted for the first scoring window on March 2, or for the second scoring window on May 8. UALPA Student Reports and Class Reports will be provided on or about April 13 for those answer documents returned in March and on or about June 22 for those answer documents returned in May. If reports are needed before the end of the school year, answer documents must be submitted by March 2. At the end of the administration window, UALPA data files and a full summary will be provided.

March 2 – Deadline for submission of answer documents for the 1<sup>st</sup> scoring window.

April 13 – Reports returned for answer documents submitted for the 1<sup>st</sup> scoring window.

May 8 – Deadline for submission of remaining answer documents for the 2<sup>nd</sup> scoring window.

June 22 – Reports returned for answer documents submitted for the 2<sup>nd</sup> scoring window.

## Assessment Accommodations

All specified Utah students are to participate in the Utah Performance Assessment System for Students (U-PASS), including administration of the UALPA. To meet students' special needs, assessment accommodations are allowed in specific situations in order to enable students to better demonstrate their knowledge. Accommodations for the UALPA are determined by IEP or 504 teams.

To obtain detailed information about the official state policy for assessment accommodations, examine the state document entitled "*Requirements for Participation of Students with Special Needs in the Utah Performance Assessment System for Students (U-PASS)*." This document is available at the USOE website: <http://www.schools.utah.gov/arc/aa/SpNeedAccPol.pdf>.

**Students with Disabilities.** Decisions regarding adaptations (accommodations and modifications) must be made by the IEP team and documented in the student's file. Individual test administrators and/or teachers **may not** make decisions regarding assessment accommodations at the time of test administration. These decisions must be made in advance by the IEP team.

**Visual Impairments.** The UALPA is available in Braille and large print. However, these specially prepared forms must be ordered two months before they are needed.

**Non-Allowable Accommodations.** The following accommodations are not allowed for (or are not relevant to) the UALPA:

- Directions read aloud in English
- Questions read aloud in English
- Directions – oral translation
- Questions – oral translation
- Bilingual word lists
- Translated formulas

**No general directions, no question directions, and no question content may be translated. The script must be read in English exactly as printed in the test administration manual.**



**Instructions for Coding Blank Answer Documents**

Only students **without** barcode labels will need the student information sections of their answer documents completed for them.

Make sure that each of the following sections is completed for students who do not have barcode labels:

<b>Name</b>	<ul style="list-style-type: none"><li>• Print the student's last name, first name, and middle initial in the boxes provided. Use the name that matches the student's school records. Fill in the circles below the boxes that match the letters.</li><li>• If the student has a first or last name that is too long for the spaces provided, write in only the first 14 letters of the last name and the first 12 letters of the first name. Do not enter apostrophe marks or hyphens.</li></ul>
<b>Student Number</b>	<ul style="list-style-type: none"><li>• Enter the district student number, not the statewide student identifier (SSID). However, students must have an SSID number assigned to them before they are tested. Contact your school's testing coordinator if you have questions regarding the difference between the student's district student number and his/her SSID.</li><li>• If the student numbers used in your district have fewer than 10 digits, start from the left-hand column and fill in the numbers as far as they go. Leave the rest blank. Fill in the circles below the boxes that match the numbers written.</li></ul>
<b>Grade</b>	<ul style="list-style-type: none"><li>• Fill in the circle that corresponds to the grade the student is enrolled in for this school year.</li></ul>

## Marking the Special Codes Box on the Answer Document

### Basic Rules

- The Special Codes box is marked only for a small percentage of students.
- A blank answer document with a student barcode label affixed will be interpreted as “not participating” in terms of accountability, unless a code is marked in the Special Codes box.
- **All answer documents should be returned to the USOE for scoring, reporting, and accountability.**

### Mark the Special Codes box on the answer document only if a student:

- Participated in a non-standard administration of the test (mark reason in non-standard participation section).
- Did not mark any answers even though there were efforts to encourage participation in the assessment (mark reason in non-standard participation section).
- Did not participate in the assessment (mark reason in non-participation section).

### For non-standard participation mark:

- “Accommodated” if accommodations were provided. In addition, indicate in the “Accommodations” box specific accommodations provided.
- “Private or Home School” if the student is educated in a private school or home school setting.
- “Modified” if a modified assessment was administered.

### For non-participation mark:

- “Absent” if the student was not present during any part of the test administration period and was not able to make up the test.
- “Excused” if the student could not take the test as a result of medical emergency.
- “Unknown Student” if the answer document was pre-printed for a student who cannot be identified as ever having been enrolled in your school.
- “Officially withdrawn from school” if the student is no longer enrolled in the school.
- “Private or Home School non-participation” if the student is educated in a private or home school setting.
- “RT” if the student refused to take the test.
- “UAA,” Utah’s Alternate Assessment (IEP team).

## Frequently Asked Questions

### **If a student is obviously frustrated and cannot do the test, must he/she be forced to continue?**

In these situations, test administrators must use their professional judgment and the guidance provided in the "Frustration Level" section. If the student is monolingual or Pre-Emergent, it is entirely appropriate to stop the testing when the student has reached frustration level.

### **Can the test be given on a one-to-one (individual) basis?**

In some cases, giving the test on a one-to-one basis will be necessary because of the limited number of LEPs in any particular grade span. All tests in the kindergarten grade span are to be given individually. All Speaking tests are to be given individually. The other modality tests are designed to be given in a group. In the case of frustration level having been reached, all tests may need to be given one-to-one.

### **What is the best structure for grouping students?**

Students must be grouped by grade spans and ability levels. Students taking a Level 1 form must be tested separately from students taking a Level 2 form. Students should be tested in groups of 10 whenever possible. If testing must occur in larger groups, group size is recommended to be no larger than 20 students.

### **Why must the test be given on two separate days?**

Testing situations are stressful and fatiguing for all test takers. Testing English language learners in a language that is not their native language increases these effects. Administering the test on two separate days reduces student stress and fatigue. Additionally, if students are less stressed and less fatigued, the data will be more reliable.

### **What should be done if one or more students are engaging in behavior that is disruptive to themselves or other students?**

As the students are coming into the testing site and the test administrator feels that student behavior might be a problem, before the testing actually begins the test administrator needs to clarify what kind of behavior is expected. This should be explicit (e.g., hands to yourself, no talking, no getting out of your seat). Once the test begins and student behavior becomes a problem, the test administrator needs to approach the student and quietly instruct him/her that his/her behavior needs to change. If this does not rectify the situation, the test administrator should request that a building administrator deal with the student. Only as a last resort should the student be removed from the testing situation.

### **Should students be allowed to return to class after they have finished their tests while other students are still taking the test?**

It is recommended that students should not leave the testing site until all students have finished. If students know they can leave the testing site as soon as they are finished, it is possible that those who want to leave will randomly mark answers, thus invalidating their score. The test administrator should have students bring a book (or another quiet, non-electronic activity) to do while they wait for the other students to finish.

Also refer to the Frequently Asked Questions section of the USOE Assessment and Accountability website, <http://www.schools.utah.gov/assessment/faq.aspx>.



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